

The SCOUT-Toolkit

Curriculum for Counsellors

aSsessing Competences fOr fUTURE

Profil**PASS**
SCOUT



The Erasmus+ funded EU-Project SCOUT focuses on the recognition of skills, qualifications and competences of new immigrants by compiling and developing tools and material for counselors in order to support the assessment and documentation of these skills.

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The SCOUT-Toolkit

Curriculum for counsellors

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1. Introduction

The Erasmus+ funded EU-Project SCOUT focuses on the recognition of skills, qualifications and competences of new immigrants by developing and using a set of tools to assess and document those skills. Based on the analysis of competences and with the guidance of counsellors, new immigrants will more easily find their way into employment, education or training that suits their competences best. SCOUT helps new immigrants to develop their full potential. The project offers innovative solutions to foster the integration of people with a disadvantaged background and fewer opportunities regarding the integration into the labour market and into society.

Several outputs were developed to support assessment and documentation of new immigrants' skills, such as:

- ⇒ **SCOUT toolkit** comprising several counselling tools,
- ⇒ **ProfilPASS in Simple Language**, modified version of the already established tool ProfilPASS,
- ⇒ **Curriculum** for counsellors attending the training,
- ⇒ and **Manual** for counsellors to support the use of developed tools.

The Curriculum was developed to provide guidance and to serve as a reference point for the training which is to take part in the second year of the duration of the project. It includes all tools and suggests activities/methods to be used during the training. The Curriculum thus serves as a framework which offers basic information for the training but still, the suggested activities and methods are open to individual interpretations and adjustments by the counsellors.

It consists of three modules:

- ⇒ **Module 1** – Tools supporting the counselling process,
- ⇒ **Module 2** – Tools for self-assessment and
- ⇒ **Module 3** – ProfilPASS in Simple Language.

Each group in training can decide on the importance of the individual module and on which part they wish to focus according to their actual needs and the needs of their clients (new immigrants). A special module is dedicated to the ProfilPASS in Simple Language as the tool was modified and adjusted to the needs of the new immigrants and as such presents the core element of the SCOUT project.

There is no amount of time suggested to be spent on each module as this may depend on several factors, such as the previous experience of counsellors, time availability and the actual need or interest in the single tools.

The SCOUT project is realized by the German Institute for Adult Education - Leibniz Centre for Lifelong Learning (DIE) as coordinator in cooperation with partner organizations from Greece, Austria, Sweden, Slovenia and Spain.

Each project partner will test the SCOUT-Toolkit with 20 new immigrants. The testing phase will be evaluated by focusing on new immigrants, counsellors and representatives from organisations, who either train the new immigrants or work with them. The testing phase will be evaluated, and the results will be used for the final revision of the products. The project partners will contact employment offices, foreign agencies, language schools and other institutions for the recruiting of the new immigrants; 120 persons should benefit from a counselling with the SCOUT toolkit.

1.1 Target group and their needs



The target group are counsellors working in adult education who are interested in using the SCOUT toolkit in their daily work. Educational institutions and counsellors are challenged in determining the value and usefulness of skills that new immigrants have acquired through work experience, training or through informal learning in their origin countries. For new immigrants, it is difficult to get any recognition or formal degree for their competences. Therefore, new immigrants have a huge demand to make their informal competences visible.

The curriculum is part of a support measure for counsellors who will deliver guidance to new immigrants so that they are able to find their way into employment, education or training more easily.

For conducting a successful counselling approach, it is important – or even necessary – for counsellors to get access to tools that make the clients' competences visible. Especially, the recognition of learning that is related to daily life activities and that has not been provided by an education or training institution is of significance for new immigrants.

Working with the target group of new immigrants requires not only specific counselling competences such as intercultural sensitivity or basic psychological knowledge when dealing with trauma, but it also requires specifically adapted methods. Regarding counselling for competence assessment, the SCOUT-Toolkit, which makes up the basis for the curriculum, offers a variety of tools tailored to new immigrants with the ProfilPASS in Simple Language as its core part. It has been especially designed as a flexible toolkit that offers a variety of options for counsellors to individually suit their client's needs.

1.2 Objectives of the curriculum



The aim of the curriculum is to provide guidelines for the training of counsellors working with new immigrants who wish to apply the toolkit developed within the SCOUT project. The curriculum contains an explanation about the different sets of tools and how to use the SCOUT-toolkit in order to assess and document the competences of the new immigrants. Curriculum implementation is supported by a manual that includes guidance methods on how to apply the SCOUT-toolkit and the ProfilPASS in Simple Language to its best.

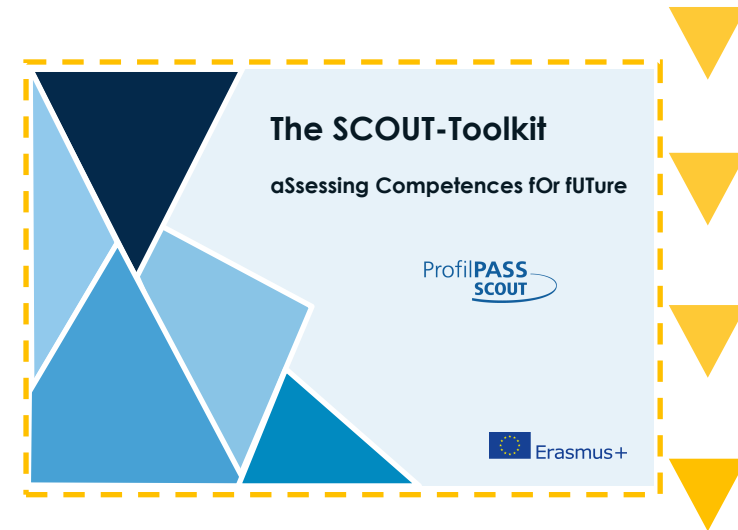
The Curriculum contains all tools identified in the first months of the project. It suggests activities and methods of work for counsellors to get familiar with the suggested tools. The goal of the training is to analyse, and test identified tools in the partner countries keeping in mind specifics of the respective working environments of the counselors and the situation of the target group.

The Curriculum is supported by the SCOUT Toolkit, ProfilPASS in Simple Language and by the Manual for counsellors.

1.3 SCOUT-Toolkit

The SCOUT-Toolkit is a collection of different tools for competence assessment stemming from different contexts and developed by different organisations. It is up to the counsellors which tool(s) or method(s) they choose for the counselling process. The explanations give counsellors some idea of the basic structure of the SCOUT-Toolkit and on where to find which tools.

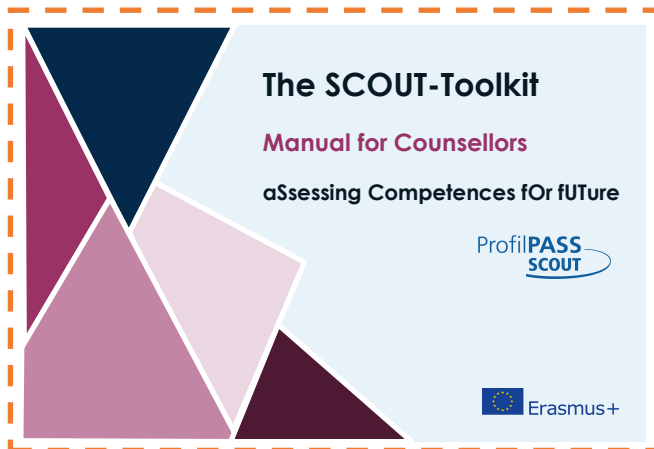
The SCOUT-Toolkit has been compiled by choosing 20 tools that were most suitable for competence assessment from the different countries. Overall, the toolkit thus covers a variety of methodological approaches and content areas. It is easily accessible for both the counsellors and the users, e.g. for self-assessment. The adapted version of the ProfilPASS, the ProfilPASS in Simple Language, serves as the core element of the SCOUT-Toolkit as it has been purposefully revised to meet the special needs and living realities of new immigrants.



1.4 Manual for counsellors

The manual gives basic background information on the development and the aims of the SCOUT-Toolkit and provides counsellors with guidelines and complementary explanations on how they can work with the SCOUT-Toolkit and with the ProfilPASS in Simple Language. The manual serves as a basic orientation framework on how the toolkit can be used to its best as its usage is to remain flexible and open to individually required adjustments.

The Manual for counsellors complements the SCOUT-Toolkit and the curriculum. It includes information on how to use the listed tools, how to work with the ProfilPASS in Simple Language and it supports training delivery.



1.5 Training implementation

The curriculum will support training of counsellors that will be organized in all partner countries. The aim of the training is on the one hand qualification of counsellors for working with the SCOUT-Outputs and on the other hand to review the SCOUT-Toolkit and especially ProfilPASS in Simple Language. It will be organized as a combination of face-to-face presentation, online work with the SCOUT-outputs and final face-to-face feedback and evaluation.

A minimum number of 5 counsellors per partner organisation will participate.

Criteria for the selection of counsellors:

⇒ The most important factor for selection of counsellors is that they are working with immigrants.

Other less important criteria are:

⇒ Previous experience with the ProfilPASS;

⇒ 3 years working experience as counsellors;

⇒ Counsellors working in Public Administration/ Immigrant Association.

The suggested duration of the training is 5 days - a combination of 2 face-to-face working days and 3 online working days. The training can either start with online work or with face-to-face presentation. All combinations are possible, each partner can choose the most suitable arrangement.

Training process and usability of the tools will be evaluated. Training will be followed by the testing phase during which trained counsellors will test the developed SCOUT-Toolkit with immigrants.

2. Curriculum

2.1 Module 1 - Tools supporting the counselling process

a) Tools supporting pre-counselling steps (individual work for the new immigrants in preparation of the counselling process)



These competence assessment tools can be used before the actual counselling process. The aim of the module is to research, analyse and test the tools in order to enable the counsellors to determine their usability in individual working environments. Here, self-assessment tools are presented that clients can complete as a partial or full competence assessment on their own ahead of the counselling process.

b) Tools used to support overcoming the language barrier (work with counsellor)

Here, competence assessment tools are subsumed that explicitly approach the language barrier between the counsellor and the client. These tools can either be used as a supplement in combination with other tools or they can be used independently, e.g. when the client's language skills are not sufficient enough for more language-oriented tools.

Training content (tools)	<ul style="list-style-type: none"> • EU Skills Profile Tool for Third Country Nationals (EU) • Picture card set for the competence assessment (Germany) • meine-berufserfahrung.de (Germany)
Supported skills	Independent research, critical evaluation.
Aim	Familiarization with the proposed tools; increased guiding skills; revision of existing tools and methods.
Training methods/tasks	<ol style="list-style-type: none"> 1. Fact Sheets check, 2. online research – each tool to be reviewed and at least partially tested, 3. group discussion on usability of the tools, requirements check, 4. language check, and general usability according to the working environment and target group, 5. discussion on translation or adaptation - is it required? And would it be reasonable?
Training outcome - result	<ul style="list-style-type: none"> ⇒ Tools available – yes/no ⇒ Tools useful – yes/no ⇒ Tools adaptable – yes/no



Training content	<ul style="list-style-type: none"> • Validation Interpreter (Sweden) • Competence Cards (Germany)
Supported skills	Communication, language skills
Aim	To explore ways of communicating with new immigrants, to test the tools, evaluate and search for alternatives/supporting tools if needed (depending on the target groups counsellors work with).

Training methods/tasks	<ol style="list-style-type: none"> 1. Fact-Sheets and online tool check, 2. discussion on usability and accessibility, 3. research on existing tools in the counselors' languages, 4. discussion on possible adaptation and modification of the tool.
Training outcome - result	<ul style="list-style-type: none"> ⇒ Tools available – yes/no ⇒ Tools useful – yes/no ⇒ Tools adaptable – yes/no

c) Structuring the counselling process (portfolios, interview templates, etc.)



This category covers tools for competence assessment that can support the counsellor's work in different ways, for instance by providing portfolios or interview templates as a basis for the counselling process. The counsellor might also combine different tools or several sections of different tools. Tools are divided into two sub-groups, the first focuses on vocational competences, the second one on soft skills.

comprehensive competence assessment

Training content (tools)

- *ProfilPASS in Simple Language – adapted version for the target group new immigrants (Germany) – see Module 3*
- *Competence balance for migrants (Germany)*
- *Competence record (revised version for refugees) (Germany)*
- *Language & qualification portfolio (Austria)*
- *Mapping for validation (Sweden)*
- *EU Skills Profile Tool for Third Country Nationals (European Union)*
- *COM(petences) PASS (Austria)*

Supported skills

Competence assessment, increased counselling skills, critical thinking and comparison.

Aim

To introduce tools for competence assessment, to review and test the tools, to compare and match different tools, to suggest implementation methods and adaptations if needed.

specialized competence assessment

Training content (tools)

VOCATIONAL FOCUS

- *JobYes (Spain)*
- *Social ENTrepreneurship for Immigrants- SENTIM (Greece)*
- *COM(petences) PASS (Austria)*
- *Picture card set for the competence assessment (Germany)*

SOFT SKILLS

- *Prometheus: At the reception (Greece)*
- *Prometheus: Are you familiar with your team-work skills? (Greece)*

Supported skills

Competence assessment, increased counselling skills, critical thinking and comparison.

Aim

To introduce tools for competence assessment, to review and test the tools, to consider translations/adaptations/modifications.

Training methods/tasks

1. Fact-Sheets and online tool check,
2. discussion on usability and accessibility,
3. tools evaluation and selection of usable parts – possible combination of several tools for best results – which tools work best together?
4. Discussion on possible adaptation and modification of the tools.

Training outcome result

- ⇒ Tools available – yes/no
- ⇒ Tools useful – yes/no
- ⇒ Tools adaptable – yes/no

Training methods/tasks


1. Fact-Sheets and online tool check,
2. discussion on usability and accessibility,
3. tools evaluation and selection of usable parts – possible combination of several tools for best results,
4. discussion on potential translations and adaptations/modifications.

Training outcome - result

- ⇒ Tools available – yes/no
- ⇒ Tools useful – yes/no
- ⇒ Tools adaptable – yes/no

2. Curriculum

2.2 Module 2 - Tools for self-assessment

The second module “Tools for self-assessment” presents tools that can be worked on by the clients independently without counsellor’s support and/or which can be integrated into the counselling process, for instance as a prior task for the clients or as a separate unit during the counselling process. 

specialized competence assessment

Training content (tools)

VOCATIONAL FOCUS

- Job Skills (Sweden)
- meine-berufserfahrung.de (my vocational experiences) (Germany)

SOFT SKILLS

- Prometheus: Are you familiar with your teamwork skills? (Greece)
- Prometheus: How do I evaluate my communication skills? (Greece)

Supported skills

Critical/constructive evaluation, broadening of professional work field.

Aim

To introduce supporting tools to be used by clients independently, to evaluate and analyse the tools and their usability, to discuss adaptations if necessary.

Training methods/tasks

1. Fact-Sheets and online tool check,
2. discussion on usability and accessibility,
3. analysis of suitability with reflection on specific target group,
4. to define implementation strategies for the tools,
5. discussion on potential translations and adaptations/modifications.

Training outcome result

- ⇒ Tools available – yes/no
- ⇒ Tools useful – yes/no
- ⇒ Tools adaptable – yes/no

COM(petences)PASS KOM(petenzien)PASS

Department of German Vocational Training, Province of Bolzano

What is it? (Aim of the Tool)

With the help of the competency pass, the participants are enabled to create an overview of their education and training (including volunteer activities). On the basis of this biographical overview, awareness of their individual competences or areas of interest is raised.

Further goals are the promotion of the self-confidence of the participants and support in their decision-making for further education or professional reorientation

Who is it for? (Target Group and (pre)conditions for use of the tool)

The tool addresses adults entering the profession or those interested in continuing education and is thus open to all adults looking for vocational (re-)orientation .

Key Features

The tool can be used for both group seminars and individual exercises. Within the scope of the individual exercises, a second person (at the choice of the participant) can also be consulted in order to enable the comparison of self-image and perception by others. Due to the complexity of the procedure, the counsellors play a decisive role here and the clients will have to be ready to engage in a more time-consuming process .

The COM(petences)PASS for adults comprises 3 central elements:

- ⇒ Part 1: »Stocktakings« (with regard to various aspects)
- ⇒ Part 2: Competence analysis
- ⇒ Part 3: Balance, Vision, Goals

Try the Tool

<http://www.provinz.bz.it/berufsbildung/weiterbildung-meisterausbildung/erwachsenenbildung.asp>

Languages available

German

Further Information

<http://www.provinz.bz.it/berufsbildung/weiterbildung-meisterausbildung/erwachsenenbildung.asp>

Landesdirektion deutschsprachige Berufsbildung

Danfestaße 3

39100 Bozen, ITALY



The image shows an example of the tool description or Fact sheet as included in the SCOUT-Toolkit. The SCOUT Toolkit includes 20 Fact sheets with basic information on each tool. You can zoom in for a closer look to what a Fact Sheet looks like



comprehensive competence assessment

Training content (tools)

- *ProfilPASS in Simple Language* – adapted version for the target group new immigrants (Germany) – see Module 3
- *Prometheus: My transferable skills* (Greece)
- *eGuide+* (Greece)
- *Mapping for validation* (Sweden)
- *JobYes (self-need analysis & knowledge portfolio)* (Spain)
- *The Unexpressed Talent* (Slovenia)

Supported skills

Critical/constructive evaluation, broadening of professional work field.

Aim

To introduce supporting tools to be used by clients independently, to evaluate and analyse the tools and their usability, to discuss adaptations if necessary.

Training methods/tasks

1. Fact-Sheets and online tool check,
2. discussion on usability and accessibility,
3. analysis of suitability with reflection on specific target group,
4. to define implementation strategies for the tools,
5. discussion on potential translations and adaptations/modifications

Training outcome/ result

- ⇒ Tools available – yes/no
- ⇒ Tools useful – yes/no
- ⇒ Tools adaptable – yes/no

Greece


Tool name of origin	Tool name in English	Publisher	Aim of the tool	Web address
Prometheus Toolkit	Prometheus Toolkit	Prometheus project	<ul style="list-style-type: none"> ⇒ Address the needs of people who are in a process of choosing a profession, unemployed people and/or people who search for a change ⇒ Acquisition and evaluation of soft skills as part of the career development ⇒ The last 8 tools can be implemented in the work with all kind of clients and include topics such as planning, aims setting, balance between personal and professional life, etc. 	http://prometheus.eu.net/
THE NATIONAL ORGANIZATION FOR THE CERTIFICATION OF QUALIFICATIONS & VOCATIONAL GUIDANCE – EOPPEP	The National Organization For The Certification Of Qualifications & Vocational Guidance – EOPPEP	Supervised by the Ministry of Education and Religious Affairs	<ul style="list-style-type: none"> ⇒ Up skilling activities for guidance professionals (Seminars/trainings, meetings and conferences) - Guidance studies, tools & practices, handbooks & publications.-Mobility Informational material.-Publicity activities and joint actions with other European networks at national level to inform students, young people and the general public. 	http://www.eopppep.gr/index.php/en/eopppep-en
Social ENTREpreneurship for Immigrants- SENTIM	Social ENTREpreneurship for Immigrants- SENTIM	Erasmus + Project	<ul style="list-style-type: none"> ⇒ Create relevant and useful methodology for identification of interest for entrepreneurship and competencies needed for entrepreneurship among immigrants 	http://www.sentim.org/wp-content/uploads/2017/09/sentim-results-02-all-tools.pdf
eGuide+ "Quality career guidance for disadvantaged and migrant job seekers"	eGuide+ "Quality career guidance for disadvantaged and migrant job seekers"	Transfer of Innovation project (ToI) Lifelong Learning Project	<ul style="list-style-type: none"> ⇒ Introducing innovative eGUIDE results to career guidance systems in Cyprus, Greece and Slovenia ⇒ Mainstreaming the use of framework and tools ⇒ Making resources available across Europe 	http://equideplus.eu/?lang=en
LIGHTHOUSE Model: Interactive open space for supporting lifelong learning and career paths for migrants.	LIGHTHOUSE Model: Interactive open space for supporting lifelong learning and career paths for migrants.	Implemented by a consortium of seven partners from Austria, Cyprus, Greece, France, Spain and Norway (Erasmus+ funded)	<ul style="list-style-type: none"> ⇒ Establish an innovative approach and tools for supporting lifelong learning and career paths for migrants by tailored counselling and recognition of prior learning to improve skills, employability and mobility 	http://www.lighthouse-project.eu/fileadmin/editors/documents/LIGHTHOUSE_Model_EN.pdf

You can zoom in for a closer look

The pool of tools has been set up in the course of the research for the SCOUT-Toolkit. It includes additional 54 identified tools that might provide useful aids for the counselling process.

2. Curriculum

2.3 Module 3 – ProfilPASS in Simple language

The ProfilPASS is a system for competence assessment basically aiming at supporting users in their personal and vocational development. The ProfilPASS in Simple Language is based on the ProfilPASS – a tool for identifying and documenting skills and competences. The ProfilPASS in Simple Language specifically addresses new immigrants and supports counsellors in their work with this target group. 

Tool for comprehensive competence assessment

Training content (tools)

- ProfilPASS tools in general – overview/general idea/KISS project presentation
- ProfilPASS in Simple Language – adapted version for the target group new immigrants (Germany)

Supported skills

broadening of professional work field
Understanding/learning about counselling process
empathy training

Aim

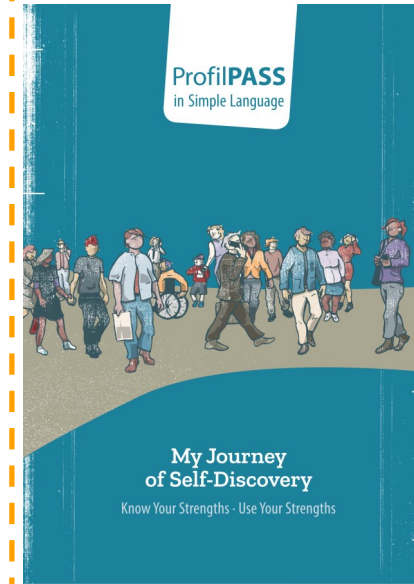
- ◆ To introduce the ProfilPASS in Simple Language and its usage during the counselling process,
- ◆ to define steps in counselling processes with regard to ProfilPASS in Simple Language,
- ◆ to evaluate and analyse the tool and its usability,
- ◆ to discuss localisation (potential adaptations in line with local/national circumstances) with regard to migrants that trained counsellors are working with (if needed),

Training methods/tasks

1. Consultation with the Manual for counsellors,
2. Testing of ProfilPASS in Simple Language (used online or as printed version),
3. discussion on usability in counsellors' work field,
4. analysis of suitability with reflection on specific target group,
5. to define implementation strategies for the tool,

Training outcome result

- ⇒ Tool familiarization and feedback on usability,
- ⇒ Tips for implementation for the testing phase,
- ⇒ Discussion on potential translation/localisation issues.



The ProfilPASS generally addresses people in transitional phases who are in need of orientation and counseling. This version in simple language facilitates work with the ProfilPASS for the target group new immigrants as it has been particularly adapted to their situation and needs - both with regard to language, content and layout.



Steps of the Counselling Process

All versions of the ProfilPASS are based on a common understanding of counselling. The following counselling process model was developed referring to the original procedure with the ProfilPASS for Adults. It serves as an orientation framework for counselling work with the ProfilPASS in Simple Language and it shows and explains the working steps that have to be completed during a counselling process with the ProfilPASS in Simple Language.

Working step in the counselling process	Aim
Preparation	developing a realization scenario organizing the counselling situation
Starting Phase	clarifying the counselling mandate (poss. with a contract) using the structure of the ProfilPASS in Simple Language
Assessment Phase	assessing the competences following the biography and experiences of the user accompanying and supporting the self-exploration
Balancing Phase	assessing strengths creating a competence balance
Development Phase	formulating development aims working out an action plan
Evaluation Phase	final counselling and handing out the competence certificate
Post-Processing	overview of successful/problematic learning situations consequences for further learning situations

NOTE: This part of the curriculum is especially important for the less experienced counsellors or those new to counselling. The steps should be discussed in a group. Experiences should be exchanged between less-experienced/new counsellors and more experienced ones.

This requires a mixed group which should be taken into consideration when selecting counsellors for the training.



Steps of the counselling process

Training content	{ steps of the counselling process
Supported skills	{ Professional/counselling skills
Aim	{ To present and understand steps in counselling process, to learn how to plan and prepare a counselling process for each client, to discuss and exchange experience.
Training methods/tasks	{ 1. Consultation with the Manual for counsellors, 2. discussion with reflection on specifics of the target group, 3. to plan and to prepare for the piloting phase using counselling steps.
Training outcome- result	{ ⇒ Understanding of complexity of counselling process, ⇒ preparation of counselling process plan, ⇒ exchange of experience and lessons learnt.



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